Resiliency

DA Civilian Resiliency Training Part I (Hunt ATC Traps)

Mission and Vision

Mission: Develop a **strong**, **resilient** workforce (Soldier and Civilians) through **resiliency training.**

End state: Sustain a resilient workforce that **stands shoulder** to **shoulder**, able **overcome** challenges and **bounce back** from **adversity**

Task, Conditions, Standards

Hunt the Good Stuff

Task: Notice positive experiences in order to enhance their gratitude and positivity.

Conditions: Within a classroom environment and 30 minute timeframe.

Standards: Workforce is provided a “tool” to counter the negativity bias, create positive emotion, and notice and analyze what is good.

Hunt the Good Stuff

Key Principles

Counteracts the negativity bias: You can counteract the negativity bias–the tendency to pay more attention to bad events than positive events–by recording three good things on a regular basis.

Optimism: Hunt the Good Stuff builds all of the MRT competencies; Optimism is a primary target.

Bottom Line Up Front

Hunt the Good Stuff helps to build Optimism.

Hunt the Good Stuff builds positive emotion, such as gratitude and counteract the negativity bias.

What does it Do?

Builds positive emotion, optimism, gratitude (studied by Robert Emmons)

Counteracts the negativity bias

Leads to:

- –Better health, better sleep, feeling calm
- –Lower depression and greater life satisfaction
- –More optimal performance
- –Better relationships

Hunt the Good Stuff
Based on work by Martin Seligman and colleagues

- Builds positive emotion, optimism, gratitude (studied by Robert Emmons)
- Counteracts the negativity bias
- Leads to:
  - Better health, better sleep, feeling calm
  - Lower depression and greater life satisfaction
  - More optimal performance
  - Better relationships

Hunt the Good Stuff Journal

- Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:
  - Why this good thing happened
  - What this good thing means to you
  - What you can do tomorrow to enable more of this good thing
  - What ways you or others contribute to this good thing

Journal/Examples

Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- –Why this good thing happened
- –What this good thing means to you
- –What you can do tomorrow to enable more of this good thing
- –What ways you or others contribute to this good thing

Reflection Topics

How did recording your good things affect your emotions, how engaged you felt, and your sense of meaning?

How did recording your good things affect how you interacted with others? How you treated yourself?

What patterns did you notice in what you counted as a good thing (e.g., they were all family related, or had to do with nature, or were things that you had no hand in creating)? What does this mean to you?

How do you understand any patterns you saw in your good things (e.g., “I tend not to give myself credit for successes and noticed that none of my good things related to things I had done or helped to create.”)?

How important was it for you to elaborate on the good things by writing about what they mean to you, why they occurred, what you learned, etc.? What did you learn by writing about the good things?

Reflection Topics Cont'd

How much did you share or discuss the good things you wrote about with others? What did you notice about what you share, with whom you share, and how it feels for you to share your good things with others?

In what ways did your Character Strengths contribute to what you noticed as a good thing?

In what ways does this exercise build Character Strengths in you?

How would you apply this exercise in the Workforce? With individuals? With groups?

Hunt the Good Stuff: Applications
Hunt the Good Stuff Journal page 23

- How can you use Hunt the Good Stuff to enhance your performance?
- How did keeping track of positive events and experiences affect how you interacted with others?

Applications

How can you use Hunt the Good Stuff to enhance your performance?

How did keeping track of positive events and experiences affect how you interacted with others?

Check on Learning

What is the skill? Hunt the Good Stuff is used to notice positive experiences to enhance optimism, gratitude, and other positive emotions.

When do I use it? Hunt the Good Stuff on a regular basis in order to counteract the negativity bias.

How do I use it? Write down three positive experiences from the day and write a reflection about why the good thing happened, what the good thing means to you, what you can do to enable more of the

Summary

Key Principles

Counteracts the negativity bias: You can counteract the negativity bias the tendency to pay more attention to bad events than positive events by recording three good things on a regular basis.

Optimism: Hunt the Good Stuff builds all of the MRT competencies; Optimism is a primary target.

Check on Learning

What is the skill? Hunt the Good Stuff is used to notice positive experiences to enhance optimism, gratitude, and other positive emotions.

When do I use it? Hunt the Good Stuff on a regular basis in order to counteract the negativity bias.

How do I use it? Write down three positive experiences from the day and write a reflection about why the good thing happened, what the good thing means to you, what you can do to enable more of the good thing, or what ways you or others contributed to the good thing.

Resiliency

Activating Events, Thoughts, Consequences

Task, Conditions, Standards

Activating Event, Thoughts, Consequences

Task: Use the ATC Model to identify the Activating Event, your in-the-moment Thoughts, and the Consequences your Thoughts generate.

Conditions: Within a classroom environment and 60 minute timeframe.

Standards: Be able to identify your Thoughts about an Activating Event and the Consequences of those Thoughts so you can

Activating Event, Thoughts, Consequences

ATC

ATC: Key Principles

Separate A, T, C: Separate the A from the T from the C.

–A: Just the facts–who, what, when, where

–T: Your interpretation, what you say to yourself in the heat of the moment

–C: Your Consequences (ER)

Detect patterns: Identify any patterns in your Ts that undercut your performance and mental toughness.

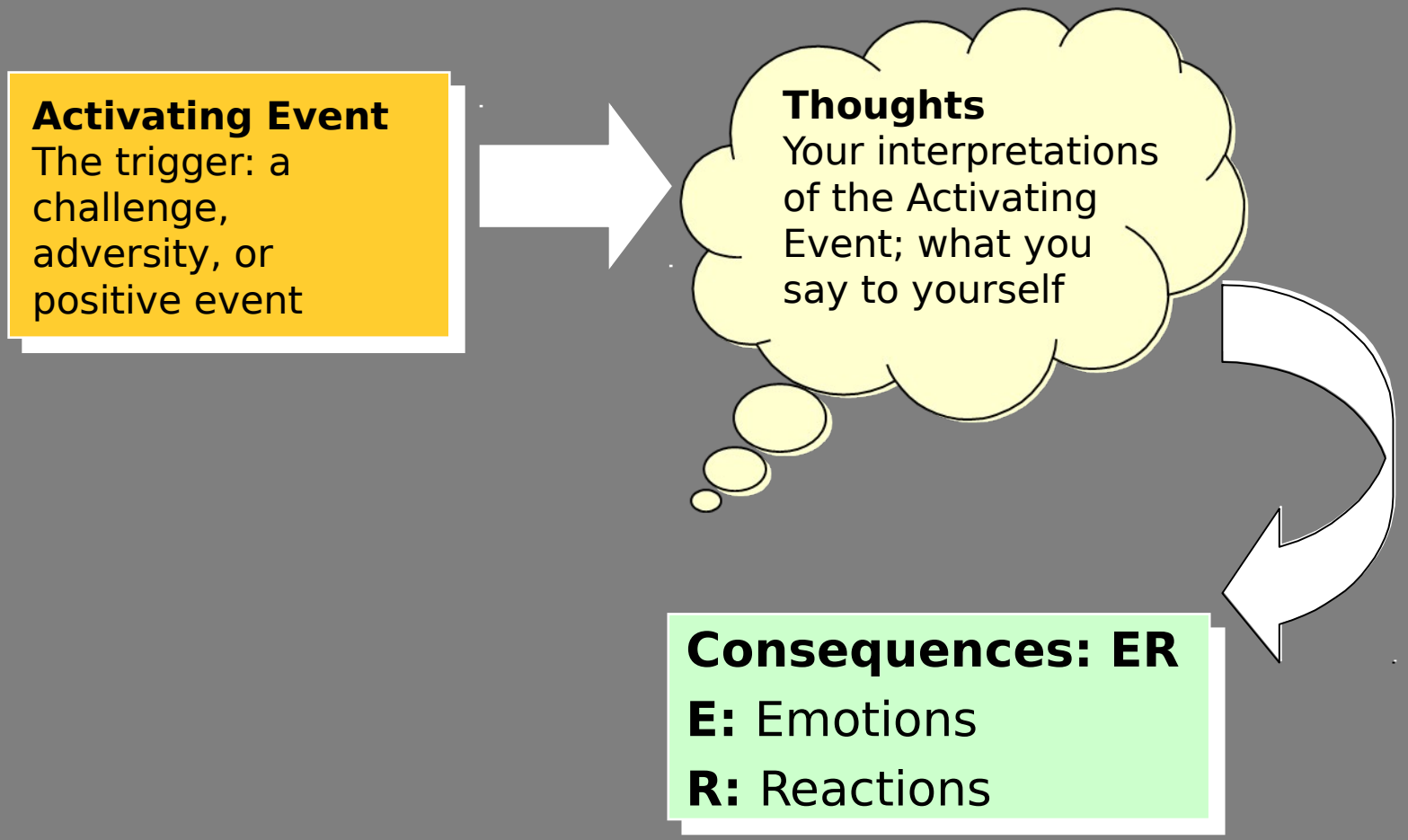
Self-awareness: ATC builds all of the MRT competencies; Self-awareness is a primary target.

Bottom Line Up Front

ATC helps to build Self-awareness.

Identify your Thoughts about an Activating Event and the Consequences of those Thoughts so you can have greater control over your Emotions and Reactions.

ATC Model


Activating Event
The trigger: a challenge, adversity, or positive event
Thoughts
Your interpretations of the Activating Event; what you say to yourself
Consequences: ER
E: Emotions
R: Reactions

Activating Event

An Activating Event (AE) is the who, what, when, where.

An Activating Event is the trigger. The situation can be a challenge, adversity, or positive event.

Thoughts

Thoughts are what you say to yourself in the heat of the moment, or your internal radio station.

Thoughts drive immediate reactions.

Thoughts can be productive or counterproductive.

Consequences

Emotions: What you **feel** in reaction to the Activating Event.

Reactions: What you **do** in reaction to the Activating Event.

Activating Events (Worksheet)

We all have situations that we handle effectively and other situations that we don’t handle as effectively as we need to.

Identify your effectiveness in a variety of situations.

Activating Events Debrief

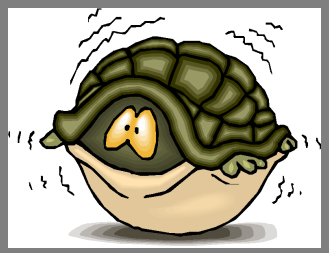
Which situations do you already handle well?

Which situations do you need to handle more effectively?

Emotions

Emotions are feelings and are usually accompanied by physiological and behavioral changes in the body.

Examples include anger, happiness, fear, love, etc.



Identifying Emotions

Break into teams of five.

On a flip chart, list as many feelings as possible.
Write positive feelings (e.g., happiness) on the left-hand side and negative feelings (e.g., anger) on the right-hand side.

Synonyms are okay.

You have three minutes.
Go!

Identifying Emotions Debrief

What did you learn?

Why is it important to have a variety of words for different emotions?

Emotional Effectiveness (Worksheet)

We all have emotions that we handle effectively and other emotions that we don’t handle as effectively as we need to.

Identify your effectiveness with a variety of emotions.

Emotional Effectiveness Debrief

Which emotions do you already handle effectively?

Which emotions do you need to handle more effectively?

Thought-Consequence Connections

Thoughts	Emotions/Reactions
Loss (I have lost something.)	**Sadness/Withdrawal**
Danger (Something bad is going to happen and I can't handle it.)	**Anxiety/Agitation**
Trespass (I have been harmed.)	**Anger/Aggression**
Inflicting harm (I have caused harm.)	**Guilt/Apologizing**
Negative comparison (I don't measure up.)	**Embarrassment/Hiding**
Positive contribution (I contributed in a positive way.)	**Pride/Sharing, planning future achievements**
Appreciating what you have received (I have received a gift that I value.)	**Gratitude/Giving back, paying forward**
Positive future (Things can change for the better.)	**Hope/Energizing, taking action**

Thoughts Drive Consequences

Fight with someone you care about

I've been harmed, trespassed, thwarted...

E: frustrated, irritated, angry

R:

Thought-Consequence Connections

Some people find that there is a pattern in their Thoughts–that they relate to a certain theme.

Noticing patterns in your Thoughts can help you to understand why you continually react the way you do.

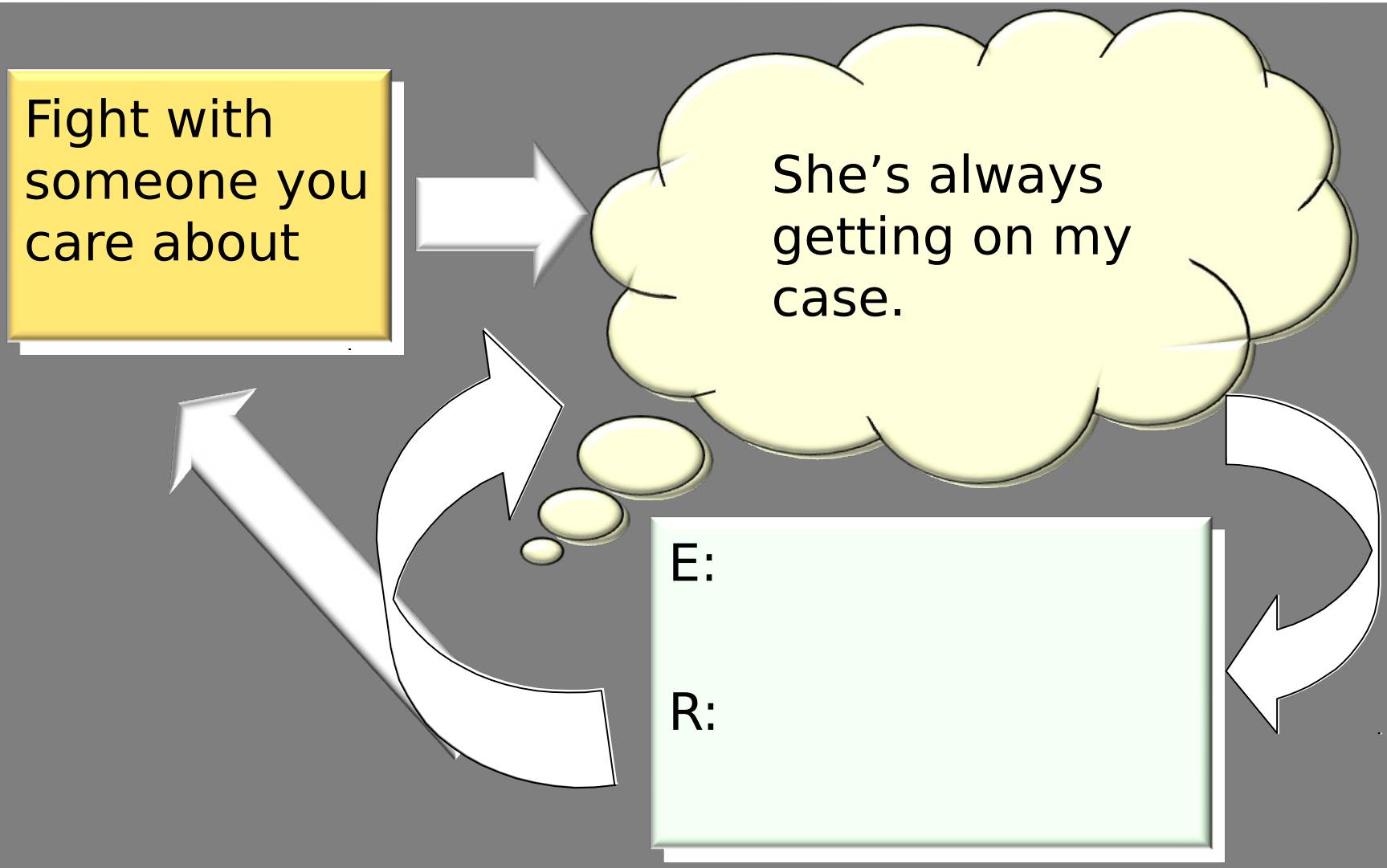
Self-Fulfilling Prophecy

Positive or negative **expectations** about circumstances, **events**, or people that may affect a **person's behavior** toward them in a manner that he or she (unknowingly) **creates** situations in which those expectations are fulfilled.

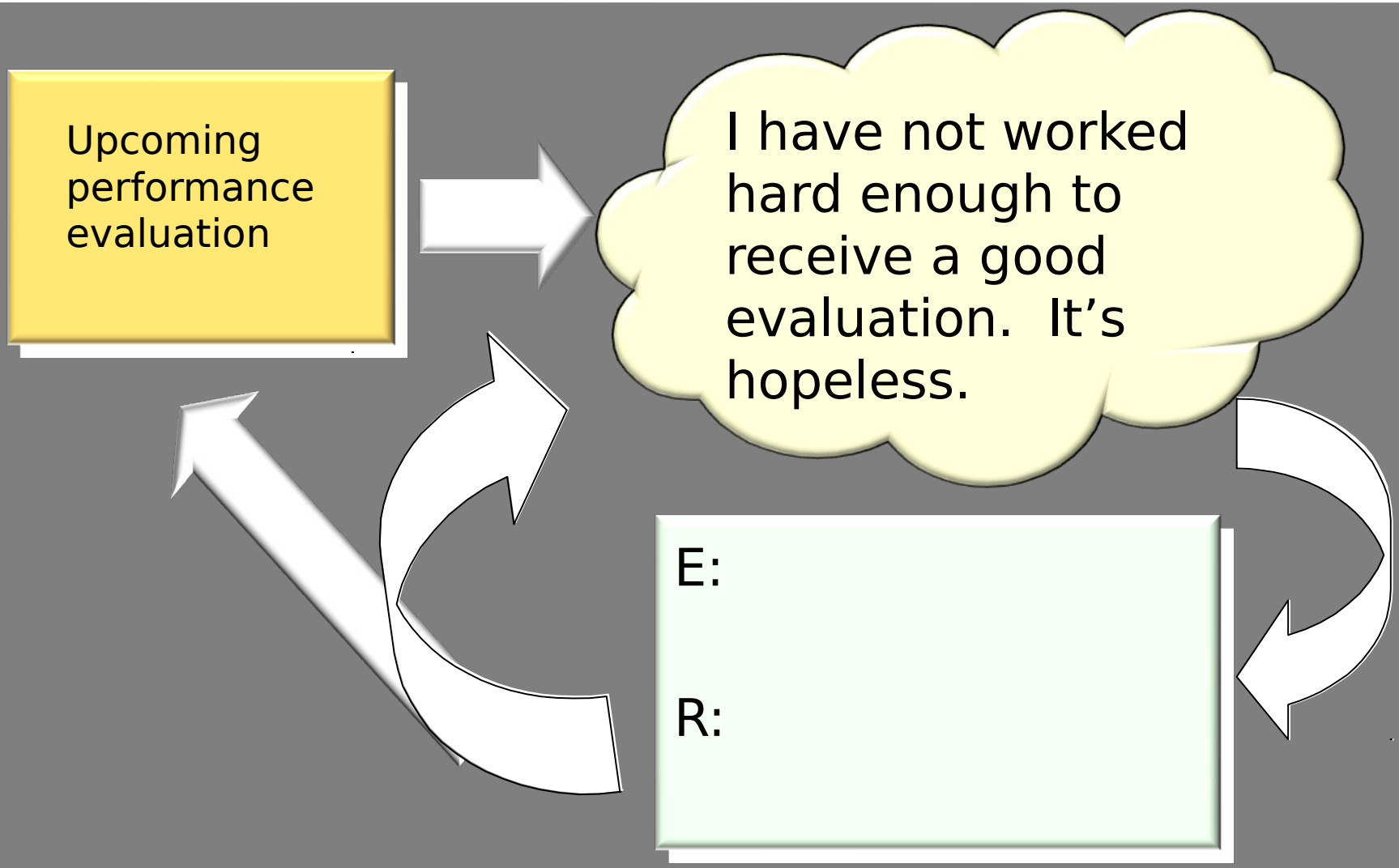
Example

An **employer** who expects the **employees** to be disloyal and shirkers, will likely treat them in a way that will elicit the very **response** he or she expects.

Self-Fulfilling Prophecy



Self-Fulfilling Prophecy



ATC: What's the Goal?

To separate the Activating Event, our Thoughts about it, and the Consequences
To identify patterns in our thinking that make us weaker or decrease performance

"Anyone can get angry–that is easy–but to get angry with the right person, to the right extent, at the right time, for the right reason, and in the right way is no longer something easy that anyone can do."

–Aristotle

ATC Practice Exercise

Activity:

–ATC two recent Activating Events in Practice 1 and Practice 2.

–Refer to the Activating Event worksheet for ideas about Activating Events you need to handle more effectively.

ATC Practice 1

Thoughts:
What you said to yourself in the heat of the moment

Consequences:
ER: Emotions, Reactions

ATC Practice 2

AE (who, what, when, where):

Thoughts:
What you said to yourself in the heat of the moment

Consequences:
ER: Emotions, Reactions

Ask yourself: Is my reaction helping or harming?

ATC Practice Debrief

What did you learn?

What patterns, if any, did you notice in your Thoughts and/or Consequences?

In what ways was your reaction helping or harming you?

ATC Applications

How can you use ATC to enhance your performance?

How can you use ATC to build stronger relationships?

ATC Check on Learning

What is the skill?

ATC is a method to identify your Thoughts about an Activating Event and the Consequences of those Thoughts. Our Thoughts are under our control.

When do I use it?

Use ATC anytime you're curious about your Emotions or Reactions, when you don't like your reaction, or when you're stuck in a pattern and wearing one set of glasses.

How do I use it?

Describe the Activating Event objectively, identify your Thoughts, and identify your Consequences (ER: Emotions, Reactions).

Resiliency

Avoid Thinking Traps

Avoid Thinking Traps

Task, Conditions, Standards

Avoid Thinking Traps

Task: Use Critical Questions to avoid Thinking Traps and to see the situation more accurately.

Conditions: Within a classroom environment/small groups and 90 minute timeframe.

Standards: Identify and correct counterproductive patterns in thinking through the use of Critical Questions.

Key Principles

They're common: It's common to fall into a Thinking Trap, particularly when stressed.

They narrow our field of vision: Thinking Traps often lead to missing important information.

Notice patterns: What are the patterns in the traps you fall in?

Use Critical Questions: Be on the lookout for your common traps and use the Critical Questions to help broaden your awareness of important information.

Mental Agility: Avoid Thinking Traps builds all of the MRT competencies; Mental Agility is a primary target.

Bottom Line Up Front

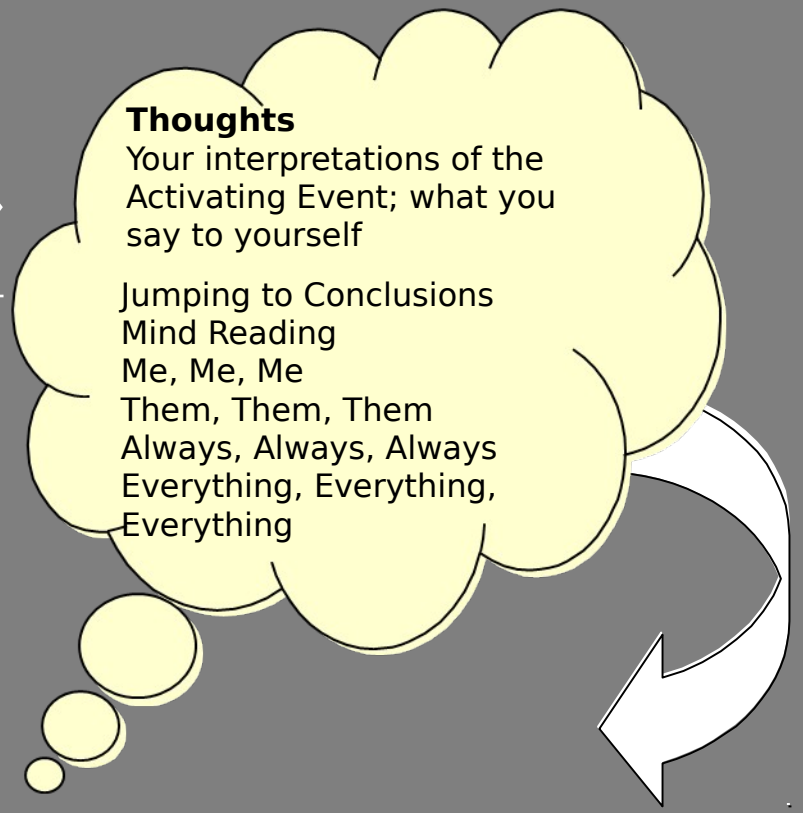
Avoid Thinking Traps helps to build Mental Agility.

Identify the Thinking Traps you tend to fall into so you can correct your thinking in the moment and avoid the traps in the future.

Optimal performance requires you to Avoid Thinking Traps.

ATC Model and Thinking Traps

Activating Event
The trigger: a challenge, adversity, or positive event



Consequences: ER
E: Emotions
R: Reactions

Common Thinking Traps

Jumping to Conclusions

Mind Reading

Me, Me, Me

Them, Them, Them

Always, Always, Always

Everything, Everything, Everything

Common Thinking Traps

You've called home several times during work and haven't been able to reach your spouse. You think to yourself, "She's (wife) out running around on me!"

Jumping to Conclusions:
Believing one is certain about a situation despite having little or no evidence to support it.

Common Thinking Traps

You call home to talk to your young son and he is distracted by the cartoons on the TV. You think, “He’s mad at me for being away.”

Mind Reading:
Assuming that you know what another person is thinking, or expecting another person to know what you are thinking

Common Thinking Traps

There are two seconds left in the ball game. Your team is down by two and you're on the foul line. You make one of two free throws, and your team loses the game. You think to yourself, "It's all my fault. This was a big game and I lost it for us."

Me, Me, Me:
Believing that you are the sole cause of every problem you encounter.

Common Thinking Traps

Some people on your team made some mistakes on a training brief. You think to yourself, “I’m stuck with a bunch of losers. These people are bringing my team down.”

Them, Them, Them:
Believing that other people or circumstances are the cause of every problem you encounter

Common Thinking Traps

You receive a reprimand from your supervisor. You think to yourself, “I’ll never become an NCO. My career is over.”
Always, Always, Always:

Believing that negative events are unchangeable and that you have little or no control over them

Common Thinking Traps

A Civilian on your team is lazy. You think to yourself, “She’s soup sandwich and lacks the motivation to excel as a leader.”

Everything, Everything, Everything: Believing that you can judge a person’s or your own worth, motivation, or ability on the basis of a single situation (character assassination)

Don’t Fall into the Trap

You can avoid Thinking Traps by:

–Identifying the pattern you fall into

–Asking the Critical Question to identify important information you missed

Critical Questions

Jumping to Conclusions:
Slow down: What is the evidence for and against my thoughts?

Mind Reading:
Speak up: Did I express myself? Did I ask for information?

Me, Me, Me:
Look outward: How did others and/or circumstances contribute?

Critical Questions

Them, Them, Them:
Look inward: How did I contribute?

Always, Always, Always:
Grab control: What's changeable? What can I control?

Everything, Everything, Everything:
Look at behavior: What is the specific behavior that explains the situation?

Practice

Activities:
Practice using Critical Questions to identify critical information you missed.

Work through Practice 1 with your group.

In Practice 2, work through a professional Activating Event from your own life.

Practice 1

AE (who, what, when, where): Your try several
Ways to motivate a new co-worker but despite your efforts he/she still s

Thoughts:
What you said to yourself in the heat of the moment

Consequences:
ER: Emotions, Reactions

Ask yourself: Use the appropriate Critical Questions to gather information you missed because of the Thinking Trap. Record important new information on the page.

Avoid Thinking Traps: Debrief

- What did you learn from this?
- Which Thinking Traps do you tend to fall into?
- How do these Thinking Traps affect you?

Avoid Thinking Traps: Applications

Worksheet page 31

- How can you improve your effectiveness by Avoiding Thinking Traps?
- How will you enhance your mental toughness and optimal performance through use of the Critical Questions?

Resiliency

Questions

AAR

What went well

1.
2.
3.

What can be improved

1.
2.
3.